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ABSTRACT

The career development needs of students entering college with declared majors were investigated. The Goodson Career Development Survey was administered to 2,153 students entering 11 colleges on the campus of Brigham Young University. Approximately three-fourths of the students were new freshmen and one-fourth were lower division transfer students from other colleges. Students in each of the 11 colleges differed in their level of development in relation to college major choice, occupational choice, and overall career development. Overall mean scores indicated that students in each college, except for the College of General Studies, had made more clearly defined college major choices than occupational choices. Women had higher mean career development scores than men; however, they were only significantly higher than men toward occupational choice and overall career development. In the College of General Studies where undeclared majors were registered, a higher percent of the students expressed the need for help in all areas of student career development than the students in other colleges. (Author/HLM)

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A STUDY TO DETERMINE THE CAREER DEVELOPMENT NEEDS OF ALL ENTERING COLLEGE STUDENTS-- NOT JUST THE OPEN MAJOR STUDENTS

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It is generally assumed that the students who need career development assistance are those students who come onto university campuses each fall as open major students. Many universities and colleges throughout the United States have initiated career classes to help these students (Haney, 1978), as well as establishing career resource centers and continuing with career counseling efforts. Are the open major students the only students entering college campuses each fall that need career development assistance? Ginsberg (1951), Super (1957), Tiedeman (1961), Hershenson (1968), and Ivey (1968) have concluded that choosing an occupation is part of a vocational development process that continues through life instead of an event that happens only once. Therefore, possibly all students need some help with their career development.

The purpose of this study is to help determine if students who come to university campuses with declared majors are far enough advanced with their career development that colleges and universities do not need to provide career education programs for these students.

Method

During the Fall 1976 orientation for new students entering the Brigham Young University campus, the Goodson "Career Development Survey" was administered to 2,153 students entering eleven colleges on the campus. Approximately three-fourths of the students were new freshmen and one-fourth were lower division

transfer students from other colleges.

The Goodson Survey was administered by the college advisement personnel of each of eleven colleges during their orientation meeting for new students. The number of students in each of the colleges completing the survey are as follows: Biological and Agricultural Sciences (115), Business (31), Education (59), General Studies (942), Family Living (305), Nursing (150), Physical and Math Science (173), Fine Arts and Communications (81), Physical Education (99), Social Sciences (81), Engineering and Technology (117).

The "Career Development Survey" provides students the opportunity to indicate the type of help they need to choose their college major and occupation, as well as a college major choice, occupational choice, and total career developmental score. This is in line with Tucci (1963), Dole (1963), Miller and Thomas (1966), and Harren (1966), who feel that educational and occupational development are similar but should be studied separately. The mean scores for students in each of the colleges were compared by analysis of variance to see if students in different colleges differed in their level of career development. The career development level of men and women were also compared.

Results

Table 1 reveals the fact that the students in each of the eleven colleges differ in their level of development toward their college major choice, occupational choice, and total career development. These differences between the colleges was significant at the .01 level on all three measures.

It can also be observed from the overall mean scores that students are more developed toward their college major choice than their occupational choice; and this is true of each of the colleges except for the College of General Studies, where the open major students are registered.

From Table 2, it can be observed that women have higher mean career development scores than men; however, they were only significantly higher than men toward their occupational choice at the .01 level and their total career development at the .05 level. No significant differences existed in their college major choice development.

Table 3 compares the career development mean scores of women in various colleges as they appear in rank order. Table 4 provides this same information for men. It can be observed in these rank order comparisons that the students in some colleges are not much more developed toward a major and occupational choice than the open major students in the College of General Studies. It is interesting to note that the college rank order for male career development is different than the college rank order for female students.

The career development help the students in eleven different colleges said they needed to help them make a college major choice is presented in Table 5 and their career development needs in relation to an occupational choice are given in Table 6. It can be observed that there is a relatively large number of students in each of the eleven colleges that need help with their major and occupational choice as far as learning how to make a choice, learning of all the opportunities available, learning of interests, goals and values, learning decision-making skills, learning detailed information about the few opportunities they had thought about. In the College of General Studies, where the open major students were registered, a higher percent of the students expressed the need for help in all areas of student career development than the students in other colleges. The other types of help some students indicated they needed usually related to routine needs such as which class should I take, I need to decide my interests first, etc.. The sample size of men and women in some colleges was not large enough for an accurate analysis of variance comparison.

Conclusions

From the results of the "Career Development Survey," it can be observed that the 2,135 new students entering the Brigham Young University the fall of 1976 differ by college in their level of development toward a major and occupational choice. Students in the colleges of Education, Nursing, Fine Arts, were more developed and needed less career development assistance than the students in the other colleges; whereas the students in the colleges of General Studies (open major students), Physical and Math Sciences, Physical Education, and Engineering and Technology were the least developed as a group and generally will need more assistance, especially toward an occupational choice. There are many students in all colleges, however, that expressed their needs for career development assistance in several different areas.

Do new entering BYU college students who have expressed a college major choice and enrolled in an academic college to begin their college training still need help to choose their major and occupation? The answer is that many of these students do need career development assistance. The largest percent of students expressed a need to obtain more detailed information about the few majors and occupations they had been thinking about. There are enough students in the different academic colleges that expressed a need for help in all areas that it seems very advisable, if this holds true on other campuses, that colleges and universities have career development programs to help students in all colleges as well as the open major or undecided students. Many students know the area they want to major in but not the specific major, and a larger percent of students who have chosen majors don't know what they will do with it occupationally.

One assumption that could be made from these conclusions would be that many students come to college campuses with a decided major and occupational

choice but have made these choices without having thoroughly researched the areas in order to make an informed, firm decision. Therefore, many students, after learning the realities about their chosen major and occupation and learning of other majors and occupations, will decide to change and go into something more suited to their career self.

Implications

Elementary and secondary schools need to design their career education programs to help not only the undecided students but also those students who have made an early college major and occupational choice to reality test the choices they have made instead of assuming that these students need no more assistance.

Colleges and universities should not assume that only the open major students need the benefit of career classes, career resource centers, and career counseling. These schools should acknowledge the fact that many students in declared majors need more detailed information about those majors they are interested in so they can decide early in their school experience whether they want to stay with that major or change to another before investing their time and money.

A specific type of help colleges and universities could give nearly all of their students when they do choose their college major is to help them learn of all the occupations they could go into as a result of their training--occupations directly and indirectly related to their college major. This would avoid a lot of frustration in the lives of young people who erroneously think there is only one occupational opportunity resulting from their training. Many students who do not obtain a position in that occupation are disappointed and move into an occupation unrelated to their major without knowing there are other college major related occupations.

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Table I

AN ANALYSIS OF VARIANCE COMPARISON OF THE CAREER DEVELOPMENT LEVEL OF NEW STUDENTS ENTERING ELEVEN BYU COLLEGES, FALL 1976

College Major Choice Development+ (10 possible)			Occupational Choice Development+ (10 possible)		Total Career Development+ (20 possible)	
	N	Means*		Means*		Means*
Education	59	8.91	Education	8.51	Education	17.42
Nursing	150	8.11	Nursing	7.78	Nursing	15.89
Fine Arts	81	7.93	Bio & Ag	6.40	Fine Arts	14.02
Business	31	7.35	Fine Arts	6.08	Bio & Ag	13.60
Eng. & Tech	117	7.31	Social Sci	6.03	Social Sci	13.30
Social Sci	81	7.27	Fam Living	5.98	Fam Living	13.16
Bio & Ag	115	7.20	Physical Ed	5.23	Business	12.56
Fam Living	305	7.18	Business	5.21	Eng & Tech	12.38
Phy & Math	173	6.12	Eng & Tech	5.07	Physical Ed	11.35
Physical Ed	99	6.12	Phy & Math	4.81	Phy & Math	10.93
Gen Studies	942	4.20	Gen Studies	4.25	Gen Studies	8.45
	N=2,153	M=7.25		M=5.94		M=13.00

* $p < .01$

+ Colleges in rank order

TABLE 2

AN ANALYSIS OF VARIANCE COMPARISON OF THE CAREER DEVELOPMENT LEVEL OF ALL MEN AND WOMEN STUDENTS ENTERING BYU, FALL 1976

	College Major Choice Development (10 possible)		Occupational Choice Development (10 possible)	Total Career Development (20 possible)
	N	Mean	Mean **	Mean *
Female	1252	7.134	6.223	13.357
Male	901	6.992	5.658	12.650

* $p < .05$

** $p < .01$

Table 3

AN ANALYSIS OF VARIANCE COMPARISON OF THE CAREER DEVELOPMENT LEVEL OF NEW WOMEN STUDENTS ENTERING ELEVEN BYU COLLEGES, FALL 1976

College Major Choice Development+ (10 possible)			Occupational Choice Development+ (10 possible)		Total Career Development+ (20 possible)	
	N	Means		Means		Means
Education	57	10.00	Education	9.50	Education	19.50
Nursing	144	8.33	Nursing	8.50	Nursing	16.83
Fine Arts	49	8.19	Bio & Ag	6.69	Fine Arts	14.44
Fam Living	301	7.50	Social Sci	6.68	Social Sci	14.14
Social Sci	37	7.46	Fam Living	6.50	Fam Living	14.00
Eng & Tech	8	7.12	Fine Arts	6.25	Bio & Ag	13.74
Bio & Ag	28	7.05	Eng & Tech	5.39	Eng & Tech	12.51
Business	11	6.60	Phy & Math	5.15	Phy & Math	11.58
Phy & Math	42	6.43	Physical Ed	4.75	Business	11.20
Physical Ed	83	5.56	Business	4.60	Physical Ed	10.31
Gen Studies	492	4.24	Gen Studies	4.44	Gen Studies	8.68
	N=1,252	M=7.13		M=6.22		M=13.36

+ Colleges in rank order

Table 4

AN ANALYSIS OF VARIANCE COMPARISON OF THE CAREER DEVELOPMENT LEVEL OF NEW MEN STUDENTS ENTERING ELEVEN BYU COLLEGES, FALL 1976

College Major Choice Development+ (10 possible)			Occupational Choice Development+ (10 possible)		Total Career Development+ (20 possible)	
	N	Means*		Means*		Means*
Business	20	8.09	Education	7.51	Education	15.33
Nursing	6	7.89	Nursing	7.06	Nursing	14.94
Education	2	7.83	Bio & Ag	6.11	Business	13.91
Fine Arts	32	7.67	Fine Arts	5.92	Fine Arts	13.59
Eng & Tech	109	7.40	Business	5.82	Bio & Ag	13.46
Bio & Ag	87	7.36	Physical Ed	5.71	Social Sci	12.46
Social Sci	44	7.08	Fam Living	5.46	Physical Ed	12.38
Fam Living	4	6.86	Social Sci	5.38	Fam Living	12.32
Physical Ed	16	6.67	Phy & Math	4.48	Eng & Tech	12.25
Phy & Math	131	5.81	Eng & Tech	4.75	Phy & Math	10.29
Gen Studies	450	4.16	Gen Studies	4.05	Gen Studies	8.21
	N=901	M=6.99		M=5.66		M=12.65

+Colleges in rank order

Table 5

COLLEGE MAJOR CHOICE CAREER DEVELOPMENT NEEDS OF NEW BYU STUDENTS
IN ELEVEN COLLEGES DURING NEW STUDENT ORIENTATION, FALL 1976

College	N	Learn how to choose a major	Overview of all majors	Understand interests, values, goals	Learn decision making process	Info. about a few majors	Other help
Biological and Ag. Sciences	115	48(40%	36(30%)	35(29%)	42(34%)	64(53%)	16(13%)
Business	31	11(35%)	7(23%)	12(39%)	12(39%)	15(48%)	1(1%)
Education	59	17(29%)	8(14%)	10(17%)	14(24%)	21(36%)	16(27%)
Family Living	305	141(46%)	79(26%)	105(34%)	128(42%)	178(58%)	61(20%)
Fine Arts and Communications	81	25(31%)	13(16%)	20(25%)	24(30%)	34(42%)	17(21%)
General Studies	942	740(78%)	552(58%)	670(71%)	607(64%)	780(82%)	159(17%)
Nursing	150	40(27%)	22(15%)	34(23%)	49(33%)	50(33%)	43(29%)
Physical and Match Sciences	173	97(54%)	67(37%)	82(46%)	76(42%)	117(65%)	26(15%)
Physical Ed.	99	61(60%)	28(27%)	39(38%)	52(51%)	56(55%)	24(24%)
Social Sciences	81	36(44%)	21(26%)	25(31%)	32(40%)	48(59%)	12(15%)
Engineering Sci. and Tech.	117	43(34%)	26(21%)	43(34%)	40(32%)	66(53%)	19(15%)
TOTAL	2,153	1,259(58%)	859(39%)	1,075(49%)	1,076(49%)	1,429(66%)	394(18%)
TOTAL (not including General Studies)	1,211	519(43%)	307(25%)	405(33%)	469(39%)	649(54%)	235(19%)

Table 6

OCCUPATIONAL CHOICE CAREER DEVELOPMENTAL NEEDS OF NEW BYU STUDENTS IN ELEVEN COLLEGES DURING NEW STUDENT ORIENTATION, FALL 1976

College	N	Learn how to choose occupation	Obtain overview of occupational opportunities	Understand interests values, goals	Learn decision making process	Inform about a few occupations	Other help
Bio. & Ag.	115	47(39%)	63(52%)	41(34%)	48(40%)	70(58%)	9(7%)
Business	31	21(68%)	20(65%)	18(58%)	14(45%)	20(65%)	1(3%)
Education	59	17(29%)	24(41%)	9(15%)	14(24%)	24(41%)	13(22%)
Family Living	305	180(59%)	197(65%)	138(45%)	159(52%)	218(71%)	35(11%)
Fine Arts	81	39(48%)	44(54%)	32(40%)	30(37%)	52(64%)	15(19%)
General Stud's	942	619(65%)	635(67%)	626(66%)	591(62%)	756(80%)	124(13%)
Nursing	150	52(35%)	67(45%)	53(35%)	56(37%)	67(45%)	19(13%)
Phys./Math	173	110(61%)	119(66%)	90(50%)	85(47%)	128(72%)	20(11%)
Physical Ed.	99	63(62%)	58(57%)	45(44%)	60(59%)	64(63%)	16(16%)
Social Science	81	39(48%)	50(62%)	28(35%)	36(44%)	55(68%)	10(12%)
Eng./Tech.	117	63(50%)	83(66%)	62(50%)	45(36%)	87(70%)	11(9%)
TOTAL	2,153	1,250(58%)	1,360(63%)	1,142(53%)	1,138(53%)	1,543(72%)	154(12%)
TOTAL (not including General Studies)	1,211	631(52%)	725(60%)	516(43%)	547(45%)	785(65%)	149(12%)